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AUTHOR	Barr, Rebecca; Johnson, Barbara
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ABSTRACT

Intended for those learning to become teachers, this book was written to help such students gain a full understanding of how to teach reading in elementary schools. It can also be used by experienced teachers to encourage further professional development. In order to promote the reader's interaction with the ideas of the text, activities have been included to encourage the reader to "Pause and Reflect" and "Try It Out." The book is divided into five sections. Section I, "How Children Learn to Read," includes the following chapter titles: "Introduction" and "Developing Good Readers." Section II, "Organizing for Reading Instruction," includes chapters 3 through 6: "Overview of Materials for Reading Instruction," "Matching Reading Materials to Student Needs: Ongoing Assessment," "Assessing Student Knowledge at the Beginning of the School Year," and "Organizing Students for Reading Instruction." Section III, "The Nature of the Reading Program," includes chapters 7 through 10: "Supporting Emergent Literacy," "Developing Reading in the Primary Grades," "Developing Reading in the Intermediate Grades," and "Developing Reading in Grades Seven and Eight." Section IV, "The Central Components of Reading Lessons," includes chapters 11 through 14: "Prereading Instruction," "During-Reading Instruction," "Postreading Instruction: Concluding the Text Selection," and "Postreading Instruction: Extending the Text Selection." Section V, "Communication and Professional Growth," includes chapters 15 and 16: "Working with Parents" and "Reflection, Evaluation, and Professional Development." Appendixes provide children's book publishers, literature for young readers, and information on Basal publishers; a First-Grade Teacher's Manual Excerpt from the Silver, Burdett and Ginn Reading Program; copies of selected standardized reading tests, grades K-8; and lists of children's magazines and high interest-low vocabulary materials. (MG)